Race, Class, Gender in Education

Meeting: Mondays 6-9PM
Room: Humanities 348

INSTRUCTOR

Judy Radigan, Ph.D.

Office Hours: Available by appointment

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COURSE DESCRIPTION

This course examines the complex ways in which race, ethnicity, gender, and class intersect and influence the educational experience of students in American schools. By employing an interdisciplinary approach centered both on individuals' lived experiences and educational system as a whole, EDUC 504 explores and critiques these critical issues and their impact on student learning. Likely topics include the intersection of race, class and gender in education, segregation, poverty**,** and other contemporary topics. This course requires a minimum of five hours of observation in a local secondary classroom.

COURSE OBJECTIVES/ LEARNING OUTCOMES

The students will leave this course with the following:

1. An understanding of the complex, intersectional, and interdisciplinary nature of education in the United States

2. The ability to define race, class, gender, and ethnicity and understand the relationship between them
3. Knowledge of the ways in which race, class, and gender impact how students learn, engage with their peers, and interact with their teachers and others in the educational system
4. The ability to examine education from both micro and macro viewpoints, looking closely at both the experience of the individual student as well as the educational system at large
5. An increased understanding of how their own educational experience impacts the lens through which they understand education and its impact on their decision-making as practitioners

REQUIRED COURSE MATERIALS

Bettie, J. (2003). Women without class: Girls, race, and identity. Los Angeles, CA: University of California Press.

**A digital copy of this book is also available via the Fondren Library website.

Carr, S. (2013). Hope against hope: Three schools, one city, and the struggle to educate America's children. New York, NY: Bloomsbury Press

Coates, Ta-Nehisi. (2015). Between the world and me. New York: Spiegel & Grau.

Optional:

Steele, C.M. (2010). Whistling Vivaldi: And Other Clues to How Stereotypes Affect Us. New York, NY: Norton.

All of the remaining required course materials are within the modules.

COURSE FORMAT

Class sessions consist of lectures, discussions, and student centered activities that introduce important concepts and demonstrations, examples, and exercises. Readings and course topics will be discussed in large group, smaller group and duo formats. During class, students will be expected to actively contribute to the discourse, sharing their perspective and when possible, fortifying their ideas using the course readings, current events, knowledge of educational policy etc.

COURSE SESSIONS

The course outline may be modified as the course proceeds depending on the progress of the class. The tentative schedule is as follows:

Week	Date	Topic
1	8/24	Course Introductions and Overview
2	8/31	Philosophy of the Course: Identity Intersections Intersectionality and Positionality
4	9/14	Privilege: Race and Class
5	9/21	Poverty: Systems or Culture
6	9/28	Katrina and New Orleans (Carr book)
7	10/5	Life in Schools: Assessment
8	10/19	Integration, Educational Segregation and Modern day Implications
9	10/26	The Classroom Educator: Credentialing of Teachers
10	11/2	Model Minority Mythology
11	11/9	Men/Boys and Masculinity (Coates book)
12	11/16	Women/Girls: Intersecting Ideals
13	11/23	Bettie Book
14	11/30	Final Presentation

LIFE IN SCHOOLS: ASSESSMENT

Performance tasks include all required assignments, examinations, papers. etc. The style required for papers is that of the American Psychological Association (APA). Grading rubrics will be made available for each assignment in advance. Your grade will be constructed of several assignments:

Each fall and spring, clinical teachers, alumni, and cooperating teachers present and participate in lessons focusing on one of the required education courses. This course is the focus for field-observations, readings, and discussion in a unit of instruction for all education courses.

This semester, Life in School is focusing on Assessment.

Criminal Background Check Instructions

1. Click the HISD Volunteers in Public Schools (VIPS) link. (external site)
2. In the middle column of the page, go down to How can I become a VIPS? Under step number 1, there is a "*register online here.*" Select that link and complete the application.
3. You will need a government id. See the appropriate list of identification on the VIPS page. Bring a copy of your id with you the second night of class. Or bring an id with you that can be copied and returned to you the second night of class.
4. The Teacher Education department will turn your id into the Houston ISD VIPS department so that a criminal background check can be completed prior to your going onto a school campus to observe.

Forward submission verification email and background clearance verification email to your instructor.

COMPONENTS OF LIFE IN SCHOOLS PR0GRAM

Unit	Due Dates	Point Contribution to Final Grade	Expectations (see complete description in Performance Criteria section
Criminal Background Check	09/08		Application Completion: www.houstonisd.org/vips
Readings/Lesson			In Canvas
5 Hrs. Observation	10/27-29/15	5 pts – bonus*	Script actions in all classrooms w/times noted as activities change. Analyze for checking for understanding
Life in School Interview	11/05/15	5 pts – bonus*	Interview assigned preservice teacher, intern, or alumnus
Paper	11/09/15	5 pts – bonus*	Integrate readings, observations, Life in Schools, and class discussion into paper.

*Required for 504

COURSE ASSIGNMENTS-PERFORMANCE TASKS

Performance tasks include all required assignments, examinations, papers. etc. The style required for papers is that of the American Psychological Association (APA). Grading rubrics will be made available for each assignment in advance. Your grade will be constructed of several assignments:

Task	Due Dates	Point Contribution to Final Grade	Expectations (see complete description and Performance Criteria section)
Intersectionality	**9/2**	15 points	2-4 pages in length
Response Papers (2)	**10/23-11/20**	30 points total	Choose one topic from designated list to write a 2-4 paper
Group Planning: Topic Analysis and Critique	**11/2**	20 points	This assignment will be completed in groups of three. Teams will be expected to choose readings, film clips, meet with instructor and prepare a 45 minute set of class activities.
Group Presentation: Topic Analysis and Critique	**12/2**	20 points	Present prepared 45- minute set of class activities. This is the culmination of the group planning.
Journaling	**12/2**	15 points	Reflexive journaling allows you to respond and react to readings, course content, and peers in an honest introspective format. Personal in nature, the journaling project creates a space for you to assess your own reactions in a candid, informal format.
3-Hour Lesson (504 only)	**12/2**	30 points	See instructor for information
Life in Schools (504 Only)	**11/05** **10/29** **11/09**	5 pts 5 pts 15 pts	Interview observation paper

PERFORMANCE CRITERIA

Grading rubrics are below. Your grade will be constructed of several components:

RESPONSE PAPER RUBRIC

As you prepare your papers, review the performance indicators listed below. This rubric will be used to evaluate your papers.

Objective/Critera	3=Good	2=Acceptable	1=Fair
Acquaintance with Resources	Strong use of major themes from all assigned material to advance a line of argument	Many main ideas from assigned material with specific examples from resources	Missed the important points of the material
Integration of Resources	Materials from discussion and outside sources were integrated to support arguments* *Previous assignments after #1	Materials with specific examples are integrated in the points of paper	Materials are listed and summarized rather than used to make a point
Organization	Strong flow of ideas and argument /through line holds this paper together	Thesis with relevant supporting themes or points	Some organization/ Organized by materials not ideas
Line of argument	Line of argument well-developed with specific examples from all materials	Some concrete solutions given to issue/ analysis is good/no summary of materials	Not enough analysis/ too much summary of material
Communicative Quality	Strong transitions with minor grammatical errors	Weak transitions/ some grammatical errors	No transitions/ many grammatical errors

GROUP PLANNING RUBRIC

As you prepare the *Group Planning: Topic Analysis and Critique* assignment, review the performance indicators listed below. This rubric will be used to grade your work.

CATEGORY	4	3	2	1
Ideas/Research Questions	Researchers independently identify at least four reasonable, insightful, creative ideas/ questions to pursue when doing the research.	Researchers independently identify at least four reasonable ideas questions to pursue when doing the research.	Researchers identify, with some adult help, at least four reasonable ideas/questions to pursue when doing the research.	Researchers identify, with considerable adult help, four reasonable ideas questions to pursue when doing the research.
Plan for Organizing Information	Students have developed a clear plan for organizing the information as it is gathered and in the final research product. All students can independently explain this planned organization of the research findings.	Students have developed a clear plan for organizing information in the final research product. All students can independently explain this plan.	Students have developed a clear plan for organizing information as it is gathered. All students can independently explain most of this plan.	Students have no clear plan for organizing the information AND/ OR students in the group cannot explain their organizational plan.
Delegation of Responsibility	Each student in the group can clearly explain what information is needed by the group, what information s/he is responsible for locating and when the information is needed.	Each student in the group can clearly explain what information s/he is responsible for locating.	Each student in the group can, with minimal prompting from peers, clearly explain what information s/he is responsible for locating.	One or more students in the group cannot clearly explain what information they are responsible for locating.
Group Timeline	Group independently developed a reasonable, complete timeline describing when different parts of the work will be done. All students in group can independently describe the high points of the timeline.	Group independently develops a timeline describing when most parts of the work will be done. All students in group can independently describe the high points of the timeline.	Group independently develops a timeline describing when most parts of the work will be done. Most students can independently describe the high points of the timeline.	Researchers locate at least two reliable information sources for EACH of their ideas or questions.
Quality of Sources	Researchers independently locate at least two reliable, interesting information sources for EACH of their ideas or questions.	Researchers independently locate at least two reliable information sources for EACH of their ideas or questions.	Researchers locate at least two reliable information sources for EACH of their ideas or questions.	Teacher develops timeline with the high points of the timeline.

JOURNAL RUBRIC

As you write your journal entries, review the performance indicators listed below. This rubric will be used to grade your work.

CRITERIA	5 - Excellent	4- Proficient	3- Average
Reflections: Ability to integrate learning into real-world experiences and analyze issues with the critical attitude	Ability to proficiently demonstrate reflection and deep thinking of acquired knowledge and concepts.	Showing satisfactory ability to relate acquired knowledge to previous experiences.	Includes descriptions of theoretical knowledge; no reflection is demonstrated beyond the descriptions.
Support: Support of reflections with concrete details, examples	Elaborates and supports reflections with strong specific details/ examples.	Supports reflections with details/examples.	Little support of reflections with details/ examples.
Presentation: Articulation and organization of ideas and perspectives	Well focused; arguments or perspectives precisely defined and explained.	Arguments or perspectives clearly stated; missing depth of thought.	Missed original thinking for perspectives; unclear organization and presentation of ideas.
Completeness: Incorporation of each week's topics in the majority of the readings.	Concrete connections between journal entries into a whole; with all topics in readings.	Journal entries generally connected; with some topics and readings.	Unconnected journal entries; few topics in readings.

PRESENTATION RUBRIC

As your group prepares to present the *Group Presentation: Topic Analysis and Critique* assignment, review the performance indicators listed below. This rubric will be used to grade your presentation.

Objective/ Criteria	5	4	3	2
Agenda	Smooth transitions between activities.	Students move through activities.	Activities displayed on board.	No or unclear activities on board.
Engaging Materials	Teacher materials and questions stimulate student analysis of teacher chosen topic.	Students are active participants in the activity.	Instructor asks questions in typical IRE pattern.	Instructor lectures on articles, litter or no student talk.
Explore the Material with Students	Students extend activity into intersectionality.	Activity is designed for student exploration into areas of the topic.	Activity is designed for more student talk then teacher talk.	Instructor lectures, little or no student talk.
Check for understanding	Students show a clear understanding of the material in the lesson.	Students demonstrate an understanding of material.	Some students show understanding of material.	No assessment of students' understanding.

GRADING POLICIES AND PROCEDURES

All assignments Must be submitted through **Assignments** in Canvas. Late work will **NOT** be accepted.

The following is the breakdown of the grades for this course. Your points for each assignment will be totaled and a final grade will be assigned as follows:

Grade A 90-100

Grade B 80-89

Grade C 70-79

Grade D 60-69

Grade F Below 60

CLASSROOM ACCESS

Students will be expected to arrive for class on time, prepared for the activities.

For any online sessions, be at a computer with a solid connection to the Internet, and use a headset with a microphone (for best results).

To access Blackboard Collaborate, visit Technical "Need to Know" in the course introduction for instructions.

1. 10 minutes before the session starts, log into Canvas.
2. Click on the “EDUC 305/505 Su14” tab at the top of the screen.
3. Click on BB Collaborate from the home page or from the left navigation menu
4. Click on the purple icon next to the session name. This will launch the session. There is no password; just enter your name.

If you have trouble launching Blackboard Collaborate, first visit the troubleshooting documentation. *After hours, please contact Blackboard Collaborate at 1-877-382-2293*.

CLASSROOM POLICIES

- As a courtesy to your peers and the instructor, please put your cell phone on silent mode/vibrate during class
- Use the textbox on the left to check in with name and time.
- Raise your hand if you want to contribute to the conversation.
- Observe the wait time of 5 seconds before you speak.

HONOR CODE

Students are expected to abide by the Rice University Honor Code as described in the Honor System Handbook at http://honor.rice.edu/honor-system-handbook/. If at any point in the course, you are unclear about the honor system and how it works in this course, please contact the instructor.

ADA STATEMENT

When possible, and in accordance with 504/ADA guidelines, we will attempt to provide reasonable academic accommodations to students who request and require them. If you require support services, please let me know and contact Alan Russell, Director of Disability Support Services, at adarice@rice.edu or 713-348-5841.

STATEMENT ON DISABILITIES

Any student with a disability requiring accommodations in this class is encouraged to contact the instructor after class or during office hours. Additionally, students should contact the Disability Support Services office in Allen Center, Room 111, 713-348-5841.

ATTENDANCE

Attainment of the objectives of this course is directly related to the developmental sequences of experiences from one class meeting to another; thus, frequent absences from class makes it unlikely that a grade of A could be earned. Students will be expected to attend all classes and be punctual. If you come late because of traffic or other reasons, please come in and make sure you get the handout/s, activities, etc.

As busy individuals, there may be a time when you cannot be in class. In this case, please let the instructor know in advance. **One class may be missed for a valid reason with permission**. You are responsible for the content and assignments that are missed. Any assignments due while you are absent are expected to be submitted prior to the missed class in order to avoid any deduction of points.

DROP DATES AND INCOMPLETE GRADES

Please refer to the academic calendar for drop dates: http://registrar.rice.edu/content.aspx?id=173

Incompletes will only be granted under extreme circumstances and only to those students whose attendance and participation in class has been regular and consistent. Should you find yourself needing an incomplete as the semester advances, please be proactive in speaking with the instructor as soon as possible to discuss the situation and to identify the documentation that will be required to support your request. For additional information, please refer to: http://registrar.rice.edu/facstaff/grade_info/.

NOTE: Information contained in this course syllabus, other than the absence policy, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.